Improving *Self Regulation* Child Of Group B Through Games*outbound*at Abata Ceria Paud, Teniga Village, Tanjung District, 2024/2025 Academic Year

Nurjannah[1], M.Arzani[2], M. Taufik[3]
[1,2] Pendidikan Anak Usia Dini (PAUD) STKIP HAMZAR
[3] Pendidikan Guru Sekolah Dasar (PGSD) STKIP HAMZAR
E-mail: nurj85004@gmail.com

Abstract
This study aims to improve children's self-regulation in group B through clog outbound games at Paud Abata Ceria. The method used in this research is classroom action research (PTK) using two cycles. Each cycle consists of planning, implementation, observation and reflection, the research subjects were 8 children in group B. Data was collected through observation and documentation. Then analyzed qualitatively and quantitatively. The results showed an increase in children's self-regulation abilities such as emotional control, cooperation behavior and independence. In cycle I, the percentage of success reached 62.5% because there were 5 children who were complete and 3 children who were not complete and increased to 87.5% in cycle II, namely 7 children who were complete while 1 child was not complete. So the conclusion is that clog outbound games are effective in improving early childhood self-regulation.

Keywords: Self Regulation, Clog Outbound Game.

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning process so that students can actively develop their potential to have spiritual strength, religiousness, self-control, personality, noble morals, and the skills needed by themselves, the nation and the state (Nurkholis, 2013)

Early Childhood (ECD) is a golden age, as children experience rapid growth and development that is irreplaceable for future use. Early childhood education (ECE) is defined as education for children aged 0-6 years and provides preparation for further education (Depediknas, 2003). NAEYC (National Association for the Education of Young Children). These are children aged 0-8 years who receive educational services in childcare centers, public and private preschools, kindergartens (TK) and elementary schools (SD) (Saputra, 2018). Self-regulation is a proactive process where individuals consistently organize and manage their thoughts, emotions, behavior and environment to achieve academic goals. Self-regulation operates through three important psychological function areas in learning, namely cognitive (learning strategies), motivational (task values), metacognitive (self-reflection). (Fudyartanta, 2012).

According to Vygotsky (1962), play plays a direct role in a child's cognitive development and plays a vital role in their social and emotional development. One game that can control a child's self-regulation is outbound play. Outbound comes from English which consists of the word out and bound. Out means out while bound means form. In general, outbound can be defined as a form of activity carried out outdoors or in an open field. Outbound activities involve learning while playing, and vice versa (Sobah et al., 2022).

The clog game is a traditional game originating from West Sumatra which is made from long wooden planks in the shape of wooden sandals and is given slippers.

Games outbound clogs require balance, coordination, controlling movements and controlling oneself from emotions (Novia, 2018).

Based on the results of observations at the Abata Ceria Early Childhood Education Center on Monday, February 10, 2025, some of the children at the Abata Ceria Early Childhood Education Center, especially the boys in group B, have temperamental traits and often hit their friends. Some of them cannot control their emotions and cannot control their behavior.

This was further clarified by an interview with the class teacher on Tuesday, February 11, 2025, which revealed several issues during the learning process: In class B, the students, especially the boys, were temperamental, frequently hitting their friends, throwing tantrums if they weren't obeyed, being picky about their friendships, and frequently harassing

their friends. This created difficulties in the learning process.

Based on the background, the focus of the problem formulation in this research is how to improve self-regulation children through play outbound clogs at PAUD Abata Ceria, Teniga Village, 2024/2025 Academic Year. This study has the following research objectives: To improve self-regulation children through play outbound clogs at PAUD Abata Ceria, Teniga village, 2024/2025 academic year.

METHOD

The research method used was classroom action research (CAR). According to Sukardi (2013), classroom action research (CAR) is collaborative research. This means that this research collaborates between researchers and teachers to create weekly lesson plans (RPPM) and daily lesson plans (RPPH). The researcher's position in this study is as a researcher and observer of teachers implementing learning activities using audio-visual media.

The data collection techniques used in this study are: According to (Sugiyono, 2017), observation, interviews, and documentation. To obtain the data needed to achieve the research objectives, data collection techniques were used. Data analysis in this study uses a qualitative and quantitative descriptive approach, namely the data obtained is converted into percentages to find relevant research.

The data analysis used in this study is as follows:

1. Analyzing individual mastery with and classical learning mastery formula according to Arikunto, in the book (Sumampouw Herry Maurits, 2023) as follows:

a. Individual learning completion is calculated using descriptive data analysis, namely:

$$NA = \frac{SP \times 100}{SM}$$

Information:
NA = Final grade
SP = acquisition score
SM = maximum score

b. Classical learning completion

Classical learning completion is calculated using descriptive percentage analysis, namely (Ratnawulan, 2013):

$$KK = \frac{NS \times 100}{JS}$$

Information:
KK = classical completeness
NS= Completed value
JS= Number of students

An indicator is a benchmark for the success of a study conducted by a researcher. It is declared successful if there are changes and improvements in the learning outcomes obtained. This study is considered successful individually if the score obtained is 75. While classically, it reaches 75% with a total of 8 children through games of *outbound* clogs.

RESULTS AND DISCUSSION

Based on the implementation of actions during 2 cycles which were carried out during 2 meetings in each cycle, there was an increase in self-regulation from pre-cycle to cycle II. Before conducting research, what needs to be done is pre-observation to see the level of self-regulation children in group B. By conducting this research, it is hoped that it can improve self-*regulation* by using games *outbound* Traditional Bakiak. In order for this research to be realistic, pre-cycle activities are needed to serve as a benchmark for comparison between before and after the action. Based on the initial conditions, 2 out of 8 children completed the task with a score of 75 and their classical completion reached 25%, placing them in the developing as expected (BSH) category. The majority are in the not yet developed (BB) and still developing (MB) categories.

The data above shows that self-regulation children are still low. So, it is necessary to take corrective action so that *self-regulation.* The children experience improvement. It can be seen that 8 students or around 25% of the students received a score of 75 or were in the developing category according to expectations (3) and the

other 50% were still in the Not Yet Developing (BB) category.

After implementing the Clogs game in cycle self-regulation, the number of children increased by 37.5%, namely 5 children completed the classical completion of 62.5%. Based on the data self-regulation in cycle I it can be concluded that there was an increase in self-regulation children in group B at Paud Abata Ceria, Teniga Village in cycle I compared to pre-cycle. Increasing self-regulation of the number of children in group B during the pre-cycle reached 25% and for cycle I increased by 62.5% so that in the cycle I experiment there was an increase in self-regulation of 62.5% and has not been considered complete because it has not reached the performance indicator of 75%. In this cycle, 5 children achieved the expected development value and developed very well. And there were 3 children who did not reach the expected target, while there were no children who had not developed. (Implementation of cycle I). Therefore, self-regulation of the child's progress improved in cycle I but was said to be incomplete because it had not yet reached the specified performance indicators.

In this case, the researcher conducted a reflection aimed at identifying problems and weaknesses that occurred during the action, then at this stage improvements were made in the next cycle where at this stage the researcher found several obstacles, namely in cycle I the children were not yet able to manage their emotions well, were not yet able to maximize their behavior, attitudes and some children were not yet brave and interested in trying the Clogs game. Therefore, the researcher found a solution that in the next cycle the clogs game would be competed in collaboration with the Abata Ceria Paud teachers.

In cycle II from the data results of self-regulation that every child experiences significant improvement in managing emotions and behavior and improving good social interactions after the game is established of outbound clogs. In the pre-cycle, the completion rate reached 25% and in cycle I it increased by 62.5% while in cycle II it reached 87.5%. Therefore, if the value reaches the established performance indicator of 75%, it is a sign that the

implementation of learning activities has improved self-regulation of the child is said to be complete.

From the results above, it can be concluded that each cycle has an increase. Self-Regulation was especially good in cycle II. From this cycle, the children were also very enthusiastic and enthusiastic in playing this clog game to the point that they didn't want to go out during recess because they were playing the clog game.

Based on the results of research and observations carried out from cycle I to cycle II, there was an increase. Self-regulation children through play outbound. This clog is a form of result and evidence that there is a positive impact resulting from learning using the clog game-based play method because at the pre-cycle meeting the ability to manage thoughts, behavior and emotions was still very low, in cycle I there began to be changes in improvement but had not yet reached the target of completing the performance indicator until in cycle II it had reached the classical completion indicator, namely 75%.

Graph 4.4 recapitulation of self-regulation data for children in group B in pre-cycle, cycle I and cycle II
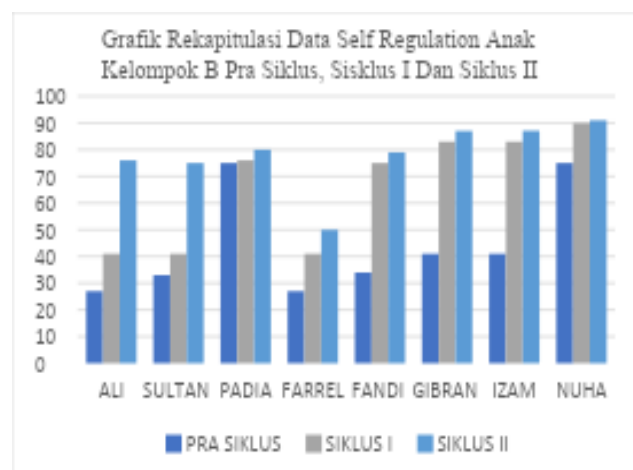
Therefore, the results of research and observations found that:
1. The use of clog games in learning activities, especially to improve _self-regulation_ of Children (managing emotions, behavior and environment) in group B at Paud Abata Ceria were able to demonstrate activeness, togetherness, good cooperation and good communication as well.

2. Playing clogs can improve *self-regulation.* This can be seen from the percentage of development in each cycle.

This is proven by the results of research conducted that the implementation of the clog game has a very big influence on improving *self-regulation* children, because *self-regulation.* It is very important to return from an early age in order to develop thinking.

This is in line with Piaget's opinion explaining that children naturally try to achieve equilibrium (cognitive balance) through environmental interaction (Ibda, 2015). And Piaget's opinion from (Fudyartanta, 2012) states that self-regulation is the most important element in the development of a child's thinking because it is a mechanism internally which is called equilibrium, the element of self-control from within the *child* itself. Based on the opinion above, self-control or self-regulation is very important in children. One fun way to teach children about self-control is by playing. In playing, children will receive stimuli, not only making them calm but also providing knowledge, because playing can be done in various ways, one of which is by playing outdoors or in the open (*outbound).*

This is because the goal of outbound activities is to explore and enhance children's abilities through various *challenging* games. This allows them to learn independence, from overcoming fear and dependence on others to learning leadership, listening to others, and being led. This, in turn, fosters self-confidence, or, in general, the ability to control themselves. (Syafdaningsih et al., 2023)

Thus, the results of the research that has been carried out have been *proven* to increase self-regulation in children in group B at the Abata Ceria Early Childhood Education Center, Teniga Village, Tanjung District.

SUGGESTION

Hopefully this research can be used as a reference even though this research is far from perfect, and hopefully the results of the clog game can be used as a learning strategy by teachers in the teaching and learning process, especially to improve self-regulation children. And make the learning process effective and efficient to improve self-regulation for children for readers or users of the results of this research, especially in improving*self regulation*Children can be an additional reference or knowledge that can be used.

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